

(2.1. 1953)

Dear Mr. Franklin:

Here are signs of a return to
liberty for persons who may
still be able to keep the
P.S. from having to serve
2 - even 3 - masters as the
College is trying to do if
we refuse to allow the
status of the P. U.S. to be
called in question. There
seem to be a hint of this
in the Council Minutes.

It is really necessary to
 have a Financial Sub-
 Committee + to refuse to
 alter the ^{new} Balance Sheet
 to be presented as the
College Balance Sheet.
 I think the V. U. is in
 great danger and unless
~~immediate~~ action is taken
 soon it may be too late.
 I do not suggest trying to
 divide accounts: it is not

as possible ^{he} I cannot
 think it right that the
 property ^{other} assets should be
 in the hands of one person.
 I do know a little about it -
 and have to Crankshaft
 all the cheques made out in
 Amberville

Yours with love

E. Kitching

700 can
120000

ip4mc72

Ek says in a letter
that the "Memorandum"
was the outcome of
overreading
Parents' Children.

Thank you for your most kind and generous letter of this morning. I am glad the "At Home" was such a success. Miss Morris wrote me a very full account of it. It is good to think that the gathering of students represented so many "years." If you do use the "P.R." copies of my Memorandum, could you have a bad mistake corrected on page 311. The title should be "Science, Religion, the Humanities," not "the Religion."

two

But before using them I have another suggestion to make. In writing the pamphlet I had ~~two~~ one object in mind and ~~that was~~ to send people back to the reading of Miss Mason's books, and to this end help in getting her books reprinted and keeping them in print.

little

~~The~~ Memorandum is not a propaganda leaflet in the usual sense: it will mean ~~nothing~~ to people who have not read the books or to those who do not follow the invitation to read them. Miss Cholmondeley said "be sure you make your last paragraph an invitation to the study of Miss Mason's thought." One or two students in their letters refer to "reading the books again," and one letter this morning exactly expresses the chief object that I had in view. "I do feel that your 'Christmas card' is most valuable. I am hoping to get a really quiet time when I can get out my books and read up the various chapters as my mind wants clear refreshment on the subject, and you have put it all so well together that we have an excellent ground-work plan."

or compared in education!

A very able man, not a member of the P.N.E.U., writes: "We have been ~~very~~ interested in reading your vivid note on Miss Mason's educational ideas; at first we thought it might be a chapter of your new book, but on further reading I think it is rather a preliminary exploration of one aspect of her thought which has not yet taken its final form, whichever it is, it certainly repays perusal."

a/

It is quite true that "Wait Half a Century" is an exploration of one aspect, inviting other readers to make their own on other aspects. It is also part of Miss Mason's "Story".

+books

The continuation referred to is an addition on "The Relativity of Knowledge and the Mind," and belongs to Part I, and does not go into the history (referred to in my last paragraph. This comes in the "Story" itself. The whole Memorandum is upon Miss Mason's thought, and I ventured to follow the example of Dr. Iremonger in putting a separate chapter by another author on Temple's thought,

with

I think you will remember the advice given me by an important publisher some few years ago when I was telling ^{him} that I hoped to write Miss Mason's "Story." He said: "I think Miss Mason's work is in danger of being overloaded by too many interpreters and ~~that~~ ^{think that} the simplicity of her message needs preserving. In all the aspects of education which crop up it would be interesting to know just what Miss Mason said herself about such and such a point, rather than read what others think she meant."

We have a strong position in putting forward her thought as a thinker because she wrote nothing until she had established it after ~~thirty~~ years' work among children and young people, so that her work in Ambleside was firmly rooted in experience and in knowledge.

I have just looked at ~~the~~ list of people to whom I have sent copies; practically all old students, and a few personal friends. No members of the P.N.E.U. except Colonel Temple who was kind enough to read the manuscript for me and to make a very valuable suggestion in the order of a paragraph, *Lady Reid & the Wrights on q. 10*

I am writing to Mr. Wolfenden, Vice-Chancellor of Reading University, who said in his speech last week, I quote from memory: "It is the will that needs training, but how is that to be managed?" ~~And~~ also to the Editor of "The Times" ~~the~~ the writer of the article on "Parents and ~~Children's~~ School," who says: "But for the middle-class parents today it is the State System all through or nothing. The ladder climbs all the way to the university, but almost all parents become convinced, at various times, that most of the rungs are missing," So am some years, now, alas! - the notion the P.M.

3
To put this Memo "Liberty-V. Various forms of tyranny"
to the public

I have been wondering if there is any way of bringing ~~the~~ Memorandum before the public? and perhaps making a little money for the Book Fund, though that is not the first object. *A suggestion will follow*

1. 2. 3. I spent most of yesterday ^{collecting} considering the remarkable signs ^{of} of a new ~~freedom~~ ^{liberty} from the tyrannies of "Nationalisation" and "Organisation," taken from papers and the wireless. The Government has reversed the policy of Nationalisation with regard to steel, transport and building, and the Trades Union Congress has issued what the "Manchester Guardian" calls a "snub," to the Labour Party Petition for more Nationalisation in their next programme. 4

5 "The Times Educational Supplement" for January 9th inst. writes:-

I.Q. Bowed Out.

The Hertfordshire education authority as a happy way of rushing in where experts fear to tread. They have now dropped intelligence tests from their secondary selection, although these tests have long been considered the core of the procedure whatever other refinements might be built round them.... It may have looked once as if there was something comfortably "objective" in the shape of an I.Q. to fall back on when the point of decision came. If recent controversy has done nothing else it has scotched that idea."

6 Mr. Punch has done his best to "Bow Out" 'activities' and a little boy of eight of my acquaintance said: "Mummy, the teachers at my school are so busy that they've no time for education." Education to him meant Books, which he loved.

7 In "The Schoolmaster" for December 12th, 1952, there is an article by a teacher called "The Silence Lesson" and he ends, — "Could it be ~~xxxx~~ that we teachers do too much teaching, and that the children sometimes welcome an oasis of silence in the desert of words?"

8 During the last few months concessions as to equipment have been granted to Church Schools, both Catholic and Protestant. — In the "Manchester Guardian" for December 9th, there is an article on "Heretical Methods of Training Deaf Children?" and handicapped people themselves took part in the discussions at the Newcastle Conference. The chief speaker said: "One third of the words of the English language were indistinguishable from others except by context, and therefore he advocated "the manual alphabet and some systematic signs to reduce the strain and monotony of the cold, inanimated, lip-reading and writing. . . the vocabulary of a child of seven or eight brought up on the oral method was negligible.... and the use of the manual alphabet and sign

9 *Handicapped*

language should be unrestrained for "fun, games, and discussions."

10 Sir Brian Robertson in his broadcast from Kenya gave a very striking example of "the third position" in the Kikuyu controversy. "It would be a mistake to hand over the administration of justice to military authority in the present emergency. This, he said, was one of two misapprehensions he had come across regarding the use of troops.

"Troops are trained to fight battles," he said "Where there is organised resistance they can deal with it effectively. If, however, resistance is not organised and there is scattered lawlessness, troops can assist the police in many ways, but that cannot be a substitute for police.... I think it would be a mistake to try to put more responsibilities on the troops in this situation than they are carrying already." Of Dr. L.S.B. Leakey's book "Mau Mau and the Kikuyu" "The Times Literary Supplement" says: "It is not too much to say that if this book had been written 30 years ago and policy shaped accordingly. . . . the present discontents in Kenya might never have risen."

11 And to go to quite another matter: the Pope yesterday issued a Declaration relaxing the restrictions of fasting communion, for the sick, the aged, for workers whose employment prevented them from going to an early service, and for priests who had to celebrate Mass at four o'clock in the afternoon: (for the latter a fast of three hours was sufficient).

So we shall be in good company in standing for persons instead of organisation - the rock on which the EPPC is in peril.

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I don't know what you will think when you receive a third instalment of my long letter to you and I shall not be surprised if I have to wait until you have time to consider it.

I wonder if you would feel inclined to give your blessing and help to the following suggestion of a notice in the "Parents' Review"? that is if E.L.M. approves and can give space for it. I suggest the title might be: "The Charlotte Mason's Books' Fund." For some years now Charlotte Mason's books have gradually been going out of print and the Charlotte Mason Foundation Council have no means of keeping up the supply as in the past.

In 1947 Miss Essex Cholmondeley by a most generous gift secured the reprinting of "Home Education," and the returns on the sale of this book are now sufficient to secure a reprint of "School Education," which has been out of print for years. But the Council are still faced with the fact that "Ourselves" has been out of print since 1947, that "Parents and Children" will be out of print this summer, and it is not possible to consider yet the reprinting of either of these books. The small pamphlet "Wait Half a Century" was prepared from material collected from Miss Mason's "Story," partly with the object of getting help for the "C.M. Books' Fund" and partly with a view to shewing the important part that each book plays in the presentation of Miss Mason's thought.

Since the pamphlet was sent out for Christmas, thirty-~~seven~~ letters have already been received, many of them drawing attention to the ~~very~~ varied aspects offered by Miss Mason's thought.

1. "I am constantly amazed at the way Charlotte Mason's words fit current thought or are even in advance of it, and also in what a masterly way each detail is related to the whole. . . These ideas emerge so clearly from your Memorandum."
2. "What a wonderful conception it all is and how it has borne fruit."
3. "Miss Mason gave her ideas to the world in a complete form, they could be enlarged but never altered and your historical survey is enlightening."
4. "It is especially interesting to me who was at College at the beginning of the century when Miss Mason's philosophy of life and education ~~was~~ ^{was} so new and epoch-making. How privileged we were to be sharing these ideas then which are only now fifty years hence being fully understood!"
5. "I have turned to "Home Education" again, somehow it ~~always seems inspiring~~ is always inspiring. . . It often seems as if one is trying to do the impossible in teaching a group of sixteen children whose ages range from 10 to 16 plus. They are mostly children who need special attention, mentally or physically. . . They seem to thrive and do remarkably well in whatever they take up on leaving us; they really do want to know and remain keen and are able to adapt themselves to any

specialised course they may take up. It is a continual wonder to me how they manage to develop so well, also a joy."

6. "I only wish I were at a P.E.U. School now as though it is very good and delightful, I miss the inspiration of such a wealth of books."

7. I have just had occasion to read "Home Education, "School Education" and "Parents and Children" and am as much as ever amazed at their wisdom: how ultra-modern they are! I never hear a lecture on education which I feel is new since my days at Scale How!

8. "The Memorandum has shown Charlotte Mason in quite a new light, or rather the sequence of her thought in a new light."

9. "It is useful to have a collection of Miss Mason's main thoughts presented in such a way that they show how much ahead of her time she was."

10. "The Pamphlet is very interesting it clears up one's rather vague thoughts."

11. "It is full of inspiration and food for thought for the New Year."

12. "Miss Mason had the vision of a prophetess."

(amen) 13. "It is a very striking little Pamphlet and should stimulate people to read and think more on the subject."

I have already sent ~~you~~ ^{other} three quotations in my first ~~letter~~ ^{sheet}.

What a dreadful blowing of trumpets. I think Miss Mason would have said "Put them all on the fire." She disliked trumpet blowing and window dressing more than anybody I ever knew.

Is it legitimate for a drowning man to clutch at a straw — to help in this time of great need for Miss Mason's books?